

BLIND BROOK - RYE UNION FREE
SCHOOL DISTRICT



2020-2021 REOPENING PLAN

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INTRODUCTION

The mission of the Blind Brook - Rye Union Free School District is to prepare our students to be active, life-long learners who have the skills and confidence necessary to achieve their highest potential. We strive to provide a safe and healthy learning environment in which our students can learn and thrive.

Last Spring, the COVID-19 pandemic disrupted the normal learning environment for our students and staff. We were forced into remote learning for several months with a minimum of training and preparation. Looking forward, we want to make sure that all of our students' educational, social and emotional needs are met no matter what situation the District finds itself in. We want to do this in a way that preserves the breadth of educational experiences to which our students are accustomed.

As we approach the Fall of the 2020-2021 school year, there is much that still remains unknown. There is a desire to have students return to our school buildings. However, the threat of a resurgence of the COVID-19 virus requires the District to enact safety protocols to reduce the potential spread of the disease. Schools may admit all students with stringent protocols in place or may only admit one portion of the student population at a time with the rest of the students being taught remotely. There is also the possibility that we may have to go back into remote learning if there is a resurgence of COVID-19 in our area.

In order to most effectively plan, we consulted with various groups in the District including the faculty, support staff, mental and physical health professionals, parents and community members. Additionally, the New York State Department of Education and Board of Regents have released guidelines for reopening schools for the coming year.

In an effort to provide the best learning experience for our students, the Blind Brook - Rye Union Free School District has developed the following school reopening plan for the 2020-2021 school year. This plan is subject to change based on New York State mandates, changes in the status of COVID-19 in our area or the receipt of new information that would change the perspective of the District on specific matters related to the plan.

Dr. Patrick Brimstein, Superintendent of Schools
Dr. Jonathan Ross, Assistant Superintendent of Finance & Facilities
Dr. Colin Byrne, Assistant Superintendent of Curriculum, Instruction & Assessment
Harry Burg, Director of Pupil Personnel Services
Dr. Jennifer Chirles, Blind Brook High School Principal
Lori Cutrone, Bruno M. Ponterio Ridge Street School Associate Principal
DJ Goldman, Director of Health, Physical Education & Athletics
Mark Greenwald, Blind Brook High School Assistant Principal
Jennifer Herlihy, Assistant Director of Pupil Personnel Services
Seth Horowitz, Blind Brook Middle School Assistant Principal
Patricia Lambert, Blind Brook Middle School Principal
Tracy Taylor, Bruno M. Ponterio Ridge Street School Principal
Charles Von Hollen, Director of Technology

COMMUNICATION

Development of Reopening Plan

In compliance with the requirements laid out by the Reimagine Education Advisory Council and the New York State Department of Health, the District engaged various stakeholder groups in the community in the development of this plan. Groups that were contacted include the administrative team, parents, community members, teachers, and support personnel. Conversations were facilitated through standing groups in the District including the Medical Advisory Committee (composed of a volunteer group of medical professionals who live in the community) and the Health & Safety Committee (a teacher union group that includes members of the support personnel union). Several surveys were sent to parents to ask about the remote learning experience last year and the possibilities for opening school in the coming school year. Building administrators spoke with teachers in their building to gather specific information for each level of learning.

Communication of Information

The timely dissemination of information is important in these times of uncertainty. We have heard from the community that communication should be concise and sent on a regular schedule. In an effort to comply with these requests we will implement the following protocols.

The District will create a weekly newsletter highlighting all essential district-wide information. The newsletter will be sent out using the District's mass email system and will also be posted on the District's Facebook page. Each school will also send out a weekly email update to the community informing parents of any building-specific information.

Both the District and each school building will create a web page dedicated to instruction and school operations during the current COVID-19 situation. All information from the District and school newsletters will be posted on these web pages. The web pages will also contain additional resources for parents on topics such as providing social/emotional support, maintaining physical health, and assisting children with learning.

To facilitate both the reporting of COVID-19 information to New York State as well as the dissemination of information to the community, the District will establish an information coordinator. Any questions about processes and protocols related to COVID-19 should be directed to this individual. The individual's name, title and contact information are listed below.

Coordinator name: Colin Byrne

District title: Assistant Superintendent of Curriculum, Instruction & Assessment

Email address: cbyrne@blindbrook.org

Training For Students and Parents

All students will need to be trained on the safety protocols that are being implemented by the District. Instruction of students will be handled differently in each of the buildings. At the Bruno M. Ponterio Ridge Street School, grade level teachers will introduce District protocols to students and will regularly review these protocols with their class. For Middle School and High School students, each teacher will reiterate safety protocols with their first period class. Reminders on safety etiquette will be included in morning announcements in all buildings.

In addition to training, signage will be placed in appropriate locations to remind students of proper safety procedures. This includes signs in bathrooms that review handwashing procedures, signs in hallways and common areas reiterating maintaining proper distancing and wearing of masks, and signs on all doors explaining requirements for entering school buildings.

To provide both students and parents with much-needed information, the District will create instructional videos. The videos will be created in conjunction with our High School students and will cover such topics as proper hygiene, social distancing in school as well as student expectations during in-person and remote instruction.

HEALTH AND SAFETY

Paramount among the considerations that the District is reviewing in regards to the reopening of schools is the health and safety of our students and employees. We must provide an environment in which students and staff can learn and work without fear for their health.

As per the New York State regulations, any student or staff member who has a fever of 100 °F or greater and/or symptoms of possible COVID-19 virus infection should not be present in school. The following symptoms have been identified by the State as common symptoms of COVID-19:

- Fever or chills (100°F or greater);
- Cough;
- Shortness of breath or difficulty breathing;
- Fatigue;
- Muscle or body aches;
- Headache;
- New loss of taste or smell;
- Sore throat;
- Congestion or runny nose;
- Nausea or vomiting; and/or
- Diarrhea.

Additionally, it is strongly recommended that all staff are educated to observe students or other staff members for signs of any type of illness such as:

- Flushed cheeks;
- Rapid or difficulty breathing (without recent physical activity);
- Fatigue, and/or irritability; and
- Frequent use of the bathroom.

Health Checks

All students and school personnel who will be entering a school building must be screened for COVID-19. The District has set up testing protocols in order to identify and isolate anyone who may have the COVID-19 virus.

The District has purchased a web-based app that will allow parents and employees to confirm the health of the person who will be entering a school building. The program, called COVID-19 Screening Attestation, is a web-based form that can be accessed either through a computer, tablet or smartphone. Through this app individuals will be able to attest that either they (for employees) or their child (for parents) have not exhibited any of the aforementioned symptoms since their last visit to a Blind Brook school building. This includes affirming that their child does not have a temperature of 100 °F or greater. This form will have to be completed and submitted prior to the student or employee's arrival on school property. For students, this includes a student's

admittance onto a school bus. Any student or employee who does not have a submitted form for that day will not be admitted into the school building. For students, their parents will be called to have the child picked up. Employees who do not have a completed form will be sent home.

To verify the accuracy of the completed forms, random health checks will be performed on the student body at each building. All students and staff must inform the school nurse if they develop symptoms during school hours.

Anyone in the building who exhibits any of the signs of illness listed above will be sent to the nurse immediately for evaluation. If the nurse is not available, the individual will be isolated until such time as the nurse is available or the individual is sent home.

Email reminders to complete the online screening tools will be sent weekly to both parents and employees. A message will also be sent to Middle School and High School students as well as parents and employees through a text message.

Visitors to the building will be screened before entering the building. This will include a temperature check as well as the completion of the online form. All individuals who are waiting to be screened for building entrance will wait outside of the building at regularly spaced intervals. Individuals will only enter the building when admitted by authorized personnel.

Healthy Hygiene Practices

All students and employees will need to maintain a healthy and safe lifestyle. The District will provide training for both students and staff on how to maintain appropriate hand and respiratory hygiene.

Signage will be posted by building entrances, in hallways and in common areas reminding everyone of the following items:

- Stay home if you feel sick.
- Use an acceptable face covering while in any school building.
- The proper use and storage of PPE.
- Adhere to social distancing instructions.
- Report if you have any symptoms of COVID-19 or have been exposed to COVID-19..
- Follow hand hygiene, and cleaning and disinfection guidelines.

Signage for handwashing protocols will be posted in all restrooms. In addition student-created PSAs on proper hygiene practices will be shown on the monitor in the Commons at the Middle School/High School building.

Time will be scheduled during the school day for students to perform proper hand hygiene. This includes breaks for handwashing or use of hand sanitizer. Reminders of proper handwashing techniques will be given at key times including when using the restroom, before and after eating, recess and physical education.

Hand sanitizer will be made available in each classroom, including auditoriums and gymnasiums, as well as by each active building entrance and in nursing offices. Any hand sanitizer purchased will meet the recommendation of containing at least 60% alcohol.

Procedures for proper hygiene for sneezing and coughing will be posted and reviewed with all students and staff. This includes the use of tissues to cover the nose and mouth when coughing or sneezing and to dispose of the tissue properly.

All classrooms and entranceways will be provided with tissue boxes as well as a trash receptacle for tissue disposal.

Social Distancing

To the extent possible, social distancing will be practiced on all Blind Brook school campuses. Classrooms will be designed in an effort to always maintain a six foot distance between students as well as adults in the classroom. A grouping model has been developed by the District in order to reduce the number of students who are physically in the school building at the same time. The grouping model is explained in the Teaching and Learning section of this document.

There will be no congregating in common areas. Large school gatherings such as assemblies will not be held. Some large scale events such as student orientations or meetings will either be scheduled for several socially-appropriate sized groups or will be held virtually.

Adults will only access buildings through the main entranceway. Parents must notify school buildings in advance of their arrival in order to be permitted into the building. Anyone without advance permission will not be allowed to enter the building.

To the extent possible, students will be scheduled in cohorts which will stay together for the day. More information on this can be found in the scheduling section for each school building below.

Personal Protective Equipment (PPE)

The District is dedicated to providing the appropriate personal protective equipment (PPE) to individuals who will be entering our buildings.

All individuals who enter a District building or bus must wear a face covering that covers both the nose and mouth. Face coverings must be tightly fitted around the nose and mouth. Bandanas and scarves are not considered appropriate face coverings by the District.

Students are expected to bring a face mask with them whenever they will be in a school building or on a school bus. Disposable face masks will be available to students who forget to bring a face mask with them. Students who go outside for recess may remove their mask while outside providing that the students maintain appropriate distancing.

All adults, including employees and consultants, will be required to wear a face covering. As required by New York State mandate, face coverings will be provided to all school personnel. Individual personnel are responsible for appropriately wearing, maintenance and, if necessary, disposal of face coverings. Instructions on the care and maintenance of face coverings will be provided to all personnel and consultants.

For personnel who are at a higher risk of exposure to COVID-19, in particular our nursing staff, additional PPE will be purchased to help safeguard the safety of those individuals. This will include N95 respirator masks, gloves, face shields and disposable gowns.

Management of Ill Persons

The management of both students and employees who are determined to be ill is critical in the current situation. Anyone who is identified as having symptoms related to COVID-19 (see list at the start of this section) will need to report to the nurse's office immediately. The nurse will make an assessment of the individual to determine whether the symptoms are COVID-19 related and determine if isolation is necessary. A procedure to adequately space students or staff members who are waiting to see the nurse will be developed for each building.

If the nurse is not available or the individual is suspected of having COVID-19, the individual will be isolated immediately and will be sent home or dismissed as is appropriate. For students, parents will be contacted to coordinate the dismissal of the student. Parents will be informed to contact their child's health care provider.

A specific location at each building will be designated as an isolation room for those who are experiencing COVID-19 symptoms or who have been exposed to someone with COVID-19. Building administrators are working with health services personnel to identify the best location for this room. Specific individuals will be designated to assist with the management of this space which includes the supervision of younger students and the contacting of parents. Anyone assigned to work in this area will be provided the appropriate personal protective equipment.

Symptomatic students or staff members will follow the Center for Disease Control and Prevention's [Stay Home When You Are Sick](#) guidance unless otherwise directed by a healthcare provider or the local department of health. If any individual shows potentially life-threatening symptoms such as trouble breathing or pain in the chest area, a call will be made to 911 immediately.

Return to School After Illness

Students or employees who were out ill but were not diagnosed with COVID-19 can return to school either 24 hours of having no fever and feeling well or having a doctor's note clearing them to return to school.

Students or employees who were diagnosed with COVID-19 should stay home until:

- It has been at least ten days since the individual first had symptoms;
- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

The District will not conduct testing for COVID-19 or require such testing. The District may recommend that an individual be tested and will provide locations where large-scale testing is being done in the area.

The District will assist the Westchester County Department of Health with any information needed to effectively perform contact tracing. The District will also collaborate with the Department of Health to determine if and when schools should close due to absentee rates or potential building contamination.

Cleaning and Disinfecting

The District is dedicated to maintaining a clean environment. All cleaning and disinfecting that will take place will comply with guidelines from NYSED and the CDC. The District will have purchased the following cleaning materials:

- Hydrolyte hospital grade disinfectant for electrostatic sprayers
- Clorox Healthcare Cleaning Wipes and disinfecting wipes
- Clorox Cleanup Cleaner with Bleach

All rooms and classrooms will be cleaned and disinfected at the end of every day. Common areas, such as stairwells, door handles, counter tops, and desks, will be cleaned at the start, in the middle and at the end of the school day. These cleaning periods will be coordinated with each building's in-person class schedule so as not to impede instruction. Electronic devices will be cleaned regularly with cleaners that are appropriate for these types of devices. Cleaning wipes will be available in every classroom so that teachers or students will be able to wipe down any surface.

The District will be hiring additional staff to assist with daily cleaning routines. This will ensure that all spaces in our school buildings will be adequately cleaned between uses.

FACILITIES

All Blind Brook schools will promote social distancing while maintaining existing safety requirements designed to protect students. To accomplish this, all schools will change the way they utilize space. A review of all available spaces is underway to determine what spaces can be used while adhering to social distancing restrictions. Some of the larger spaces in buildings, such as auditoriums and gymnasiums, may be converted into regular classrooms based on spacing needs.

As was stated in the previous section, a regular cleaning schedule is being developed in conjunction with the instructional schedules at each building.

A plan for managing the flow of students and staff through each building is being formulated. Students will be divided up and assigned a specific entryway into and out of the building to alleviate any possible congestion that might occur during arrival or dismissal. Hallways and stairwells will be designated as one-directional only.

During arrival and dismissal all designated entranceways doors will be held open. Personnel will be on hand to monitor who is entering and exiting the building during these times. At all other times all exterior doors will be locked. Doorways to commonly accessed spaces such as bathrooms or hallways will be propped open during the school day.

The District has implemented some alterations to its air filtration system including setting the system to draw in outside air rather than recycling air and the use of filters with a MERV 13 rating; the highest rated air filters available. Our schools will do everything possible to meet or exceed ventilation requirements and will consult with design professionals to increase ventilation and filtration where possible.

All drinking water fountains will be disabled during this building reentry. However, bottle refill stations will still be available for use. Students should bring water bottles with them if water is needed during the school day.

All schools will continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule as promulgated by the NYSED. School leaders will plan for these drills to be conducted in a manner that maintains social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies. Plans will be adjusted to take into account the new scheduling models.

CHILD NUTRITION

The maintenance of good nutrition among our students is a key ingredient in keeping them healthy. The District is committed to making sure that students are provided the opportunity to eat when in our buildings for full day instruction in a safe environment.

We are attempting to maintain a cohort model to the extent possible and are looking to minimize the interaction between students outside of these cohorts. We will make sure that there is adequate space provided when students are eating lunch in school. Outdoor seating will be used whenever possible. Students will be given time to properly wash their hands before and after eating.

Parents are encouraged to send their child to school with lunch. Food service options will be severely limited while the school is under COVID-19 restrictions. Any food that is ordered will be delivered to classrooms. Discussions with the District's food service provider, Whitsons, are ongoing as to how to optimally provide food service under the current conditions.

All food service staff will be trained in all social distancing requirements that the District has implemented as well as all new safety procedures relating to the preparation, handling and delivery of food.

Students who have been determined as eligible for free or reduced lunches will continue to receive lunch through our food service program. The process for applying for eligibility for free or reduced lunch status will be sent out to families and will be posted on the District website. Students who are in school during lunch time will receive lunch through whatever food service is established. Students who are not in schools can continue to pick up lunches through the Port Chester elementary schools as was established during last Spring.

Procedures for post-lunch cleaning will be established and shared with students and staff.

TRANSPORTATION

The school bus is an extension of the school district. As such, the same safety protocols that will be in place in our buildings will also apply to our buses. The district will perform regular school bus cleaning and disinfection measures; train students and school bus staff regarding social distancing on the bus, at stops, and at unloading times; and train students and staff regarding the wearing of masks. Both students and drivers will wear masks and social distance on the school bus.

Districts will continue to provide transportation to private schools to schools with programs serving resident students with disabilities – just as they always have. School bus service shall be provided in accordance with Blind Brook school board policies in terms of student eligibility and based on the District’s opening schedules contained in this reopening plan.

SOCIAL-EMOTIONAL WELL BEING

We in the Blind Brook School District understand the mental and emotional impact that the current COVID-19 crisis has had on everyone including students, staff and their families. Our country has been simultaneously hit with a global pandemic, civil unrest due to inequity and racism, and an economic recession. The toll on everyone in our school district has been great.

It is important that we make sure that our students and staff are supported in their social emotional health. To that end the District is reviewing it’s K-12 counseling program to make sure that the right resources and supports are in place specifically in regards to dealing with the trauma resulting from the current crises. Additionally, the District will examine the newly created Multi-Tiered Systems of Supports (MTSS) plan that was developed last year to make sure that the plan sufficiently addresses how to assist students with social emotional needs in the classroom.

Our District mental health experts, including psychologists, social workers and counselors, will be helping with the development of protocols for assisting those who are anxious about returning to school. The services of these individuals will be made available more readily to both staff and students.

The District is investigating how to best train our faculty and staff in how to support students during the COVID-19 crisis. Resources for students, parents and staff members will be posted on the District’s website in a readily accessible location.

SPECIAL EDUCATION

- Blind Brook will ensure that, to the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP.
- Special education programs and services provided will address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.
- Special education programs and services will address meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.
- Special education programs and services will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.
- Special education programs and services will include an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.
- Until schools return to normal operating conditions, the same flexibility with respect to IEP implementation for delivery of services during school closures due to the COVID-19 outbreak continues to apply to the programs and services whether delivered in-person and/or remotely (e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.).
- If the parents/guardians of a student receiving special education services choose not to send the student back to school, Blind Brook will provide special education instruction remotely.
- If a student receiving special education services in the hybrid model is recommended for any special class programming, the District will make efforts to provide as much in-person instruction and related services as practicable.
- If any student receiving special education programs and services is not making appropriate progress in the hybrid model, the District may increase the amount of in-person instruction and/or related services as practicable.

INTERSCHOLASTIC ATHLETICS

Specific expectations for the Interscholastic Athletic Program will be developed pending guidance from NYSED.

The District is using the [Initial Roadmap to Return to Interscholastic Athletics](#) to determine the current state of athletics at Blind Brook. This document was developed by the New York State Public High School Athletics Association. It references guidance from the following organizations: NFHS, CDC, and NYSDOH.

TECHNOLOGY

During the closure of schools in the spring of the 2020-2021 school year, the importance of having access to technology as well as the proper training in its use became evident. In order to have effective remote instruction both teachers and students need to have the proper devices and internet access. The District will work to make sure that all needs in the technology area are met.

With the possibility of a continuance of remote instruction in some form, the District has purchased software subscriptions to improve on the experience from the spring. These purchases were made based on parent feedback, teacher recommendations and conversations with other school districts.

The District has surveyed families to determine what the needs are in terms of devices for student use as well as internet connectivity. We also have been assessing the needs of employees in these areas.

The District will provide training to all students on the technology tools that will be used in both in-person and remote instruction. Training will also be provided to faculty and staff on the tools that the District will be implementing.

TEACHING AND LEARNING

Students need to be provided a safe and engaging learning environment. Due to the uncertainty of what the situation will be with the COVID-19 pandemic at the time that school is scheduled to start, the District has planned for several scenarios for the start of school for the 2020-2021 school year. The three scenarios that were used for planning are: remote instruction, hybrid learning and in-person learning. Each section below addresses the scenarios separately and explains how instruction will be provided as well as how days will be scheduled.

Remote Instruction Model

The Blind Brook - Rye Union Free School District is dedicated to providing a meaningful learning experience for all students should the district need to provide remote instruction during the coming school year. There is the distinct possibility that the district may have to enact remote learning at some point in the year even if the year starts with face to face learning.

We recognize that the full impact of what goes on during an in-person class session can never be fully replicated in an online environment. However, our goal is to preserve as much of the quality learning experience as possible. This includes not only supporting the educational needs of our students, but the mental and social needs as well.

The remote learning plan created here was designed with the purpose of creating the best possible learning experience for our students. The District gathered information from various resources including parent surveys, discussions with the District's Medical Advisory Committee, teachers, nurses and mental health support staff. Research from organizations such as the Intercultural Development Research Association and the American Academy of Pediatrics was reviewed for additional guidance.

K-12 Core Principles (Classroom Teachers, Specials Teachers, Special Ed Teachers):

- Instruction
 - Daily live interaction between teachers and students with expectation that all are showing themselves on video (to be recorded and posted for use later in the day or for students who are sick/unable to attend).
 - Teachers working with individuals/small groups on an ongoing basis (scheduled and communicated to students/parents)
 - Opportunities for student interaction/collaboration
 - Increased focus on delivering essential skills through the lens of content
 - Interdisciplinary planning - literacy skills development deliberately infused across the curriculum
 - Structured lessons - (ie- 5E model; Workshop model; skill, content, extra help, emotional well-being check in)

- Use of a variety of methods of instruction providing ways for students to participate in learning
- Support staff (Special education support staff - OT, Speech, School Psychologists, Guidance, Special Education Teacher Aides, etc.) actively working with students
- Special Education supports, services, and accommodations will be provided as per their student's Individualized Education Program or Section 504 Accommodation Plan in an actual or equitable manner, to the extent possible. Special education services shall be provided remotely using remote video conferencing technology.
- **Assessment**
 - Use of feedback as a tool for instruction on assignments and classwork
 - Deliberate and meaningful formative and summative assessment practices
 - Use of a variety of methods of assessment providing ways for students to demonstrate mastery of learning standards.
- **Communication**
 - On-going communication with students and parents
 - Teachers will maintain Google Classroom with a clearly defined structure, post pre-recorded lessons, post links for Zooms, etc.
- **Social-Emotional Health and Well-Being**
 - Increased focus on student well-being and connections - teacher/student and student/student
 - Mental Health and access to support services (counselors, psychologists, social workers, etc.)
 - Communication/education expectations from nurses.
 - Preventative measures, hygiene importance, general health guidance, etc.
 - Teachers will reinforce preventative measures in classes

Bruno M. Ponterio Ridge Street School

K-5 Core Program

- Each K-5 child will receive daily instruction in ELA and math. This may be synchronous (live) or asynchronous (recorded).
- Each K-4 child will experience a minimum of two live instructional lessons with his/her general education classroom teacher each day. These lessons will be either ELA (reading, writing, word study, etc.), math, science, or social studies. Handwriting should be incorporated into the live lesson time for those grades who explicitly teach formation of letters both print and cursive.
- Each K-4 child will experience a minimum of two live math lessons and two live ELA lessons a week taught by his/her classroom teacher. These may be whole group or small group.
- Each K-4 child will experience a minimum of one live science or one live social studies lesson a week taught by his/her classroom teacher. These may be whole group or small group.
- Each child in the 5th grade will experience a minimum of two live lessons a day in either ELA, math, science, or social studies.
- In addition to the above lessons, each K-5 child will experience a “Morning Meeting” with his/her own classroom teacher each day. This may be either live or pre-recorded. A “Morning Meeting” serves as a community classroom builder and sets the tone for the students for the day.
- A minimum of three “Read Alouds” a week will be read by the child’s classroom teacher, either live or pre-recorded. A “Read Aloud” will be connected to an assignment, instructional support, or as community builder.
- Due dates will be provided for all assignments. Students will be held accountable to complete work by the due date. Clear expectations of what assignments will be assessed/graded will be communicated to students and families. Clear expectations of how much assistance an adult can provide to the child will be communicated by the teacher to students and families.
- Each child will join a Google Classroom with the ability to communicate with his/her teacher and peers.
 - Links for live lessons will be posted on the Google Classroom.
 - Lessons and assignments in other subjects not provided during live lessons will be posted on the Google Classroom. For example, if math is taught as a live lesson that day for all students then recorded lessons, assignments, and activities in the areas of reading, writing, word study, science and/or social studies will be posted to the Google Classroom.
- Each child will participate in a Homeroom Enrichment (HRE) period (for pull-out programs such as AIS, Enrichment, ENL, Special Ed Services, Support Services, Instrumental Band, etc.) as well as have time to complete projects/assignments assigned by the classroom teacher.
- Each child will be able to see his/her daily schedule on Google Classroom.
- Attendance will be taken by the classroom teacher during each live lesson. If a child has not attended a live lesson, the teacher will reach out to the family that day to check-in.

Specials Classes (Art, Music, Physical Education, STEAM, Technology, K-4 Library, Grade 5 Health), K-4 Mindfulness, Grades 4-5 Instrumental Band

- The students will attend their assigned Specials class(es) each day. They will follow a six (6) day A-F schedule. For example, a Kindergarten class will “attend” Art on Monday, Music and PE on Tuesday, STEAM and Library on Wednesday, PE on Thursday, and Technology on Friday.
- The Specials teacher must have at least one LIVE session with each class over a three week span.
- Students’ work/activities will be assessed on a regular basis each week. A minimum of one assignment must be provided over a two week period. Due dates must be provided for all assignments. Students will be held accountable to complete work by the due date.
- Students will be a part of each Specials’ Google Classroom or Google Site where they can communicate with their Specials teacher and collaborate with their peers.
- Mindfulness will be scheduled one time in the week at a mutually agreed upon time.
- Instrumental Band lessons in Grade 4 and 5 will be primarily scheduled during HRE with an option for additional small group times at a mutually agreed upon time with the classroom teacher.
- Attendance will be taken by the classroom teacher during each live lesson. If a child has not attended a live lesson, the teacher will reach out to the family that day to check-in.

AIS Classes and Enrichment Classes

- AIS and Enrichment teachers will meet with students during the HRE period.
- AIS and Enrichment teachers will provide a minimum of two live instructional lessons each day based on instructional purpose and students’ needs.
- AIS and Enrichment teachers will monitor students’ progress on a consistent basis as if they were in school.
- Due dates must be provided for all assignments. Students will be held accountable to complete work by the due date.
- Students in the AIS or Enrichment Pull-Out Program will be part of either an AIS or Enrichment Google Classroom or Google Site where they will be able to access materials, activities, communicate with their teachers, and collaborate with their peers.
- Attendance will be taken by the classroom teacher during each live lesson. If a child has not attended a live lesson, the teacher will reach out to the family that day to check-in.

Special Education Teachers, ENL Teachers, Special Education Support Staff (OT, Speech, Psychologists, etc.), and Guidance Counselors

- All mandated service providers and teachers will provide services for their students as per their assigned student’s IEP, 504 Accommodation Plan, or identified ENL needs.

- These services shall be provided remotely using remote video conferencing technology to the extent possible.
- The HRE period will be available as a pull-out period for Special Education services and ENL services, but does not preclude teachers and service providers from scheduling services outside of these times.
- Any Special Education Support Staff providing building level services can use the HRE period to provide services, but this should not preclude services being scheduled at other times.
- Attendance will be taken by the classroom teacher during each live lesson. If a child has not attended a live lesson, the teacher will reach out to the family that day to check-in.

Schedules

Requirements:

- A schedule which fosters daily, live interaction between teachers and students and provides opportunities for both large-group, small-group, and individual instruction.
- A schedule that provides specific times for Specials classes, special education services, support services, and building level services.
- A schedule that provides common planning time for grade level and department teams.
- A strong focus on social emotional learning via connections between and amongst students and faculty.
- An emphasis on collaboration and discussion between students.
- Timely feedback on assignments and assessments.
 - Assess student progress through online tools which include, but are not limited to Google Platform, Pearson Realize, EnVision Math, writing journals, Fountas and Pinnell, STAR Early Literacy, STAR Reading, STAR Math, G.U.M., Foundations, Wordly Wise, etc.
- A balance between “screen time”, hands-on learning, and paper and pencil assignments.
- Live instructional sessions lasting between 15 and 40 minutes, depending upon the purpose of the lesson and age of the students.
- Consistent communication with parents via multiple modalities (i.e.: email, phone, newsletter, conference, etc.)
 - Teachers will be emailing and calling parents as issues arise.
 - Teachers will respond to parents via phone or email within a 24-hour period (District policy).
 - A Weekly Newsletter or Weekly Recap will be sent to all families.
 - If a teacher has not heard or seen a child that day, the teacher will reach out to the family on that day (via email or phone) to check-in. If the teacher has not heard back from the parents via email, the teacher will call the family.
- Use of Google Classroom as a common K-5 learning platform.
 - In addition to links to the live lessons each day, teachers will post any additional recorded lessons, websites, activities, or other assignments to

the Google Classroom. This will clearly communicate to all children and families the subjects that are taught each day.

- Use of various technology programs, applications, and devices to support and enhance learning

Example of BMPRSS Remote Learning Schedule - Monday through Friday

SAMPLE K-5 REMOTE LEARNING SCHEDULE

- Students and teachers will follow a 6 day (A-F) schedule.
- Each grade level has dedicated time for their live lessons - small group or whole group - and their Morning Meeting time.
- Each grade level has a dedicated time for Specials classes.
- Each grade level has a dedicated HRE period which allows for pull-out classes (i.e.: ENL, AIS, Enrichment, Band Lessons, Special Ed Classes, Support Services Classes, etc.)
- Each grade level has time throughout the day to coordinate Special Education services within the general education classroom schedule.

	K	1	2	3	4	5
8:30-8:40	Morning Announcements					
8:40-8:50	Morning Meeting					
8:50-9:30	Library/PE/Read Aloud	Small/Whole Group	Specials	Small/Whole Group	Small/Whole Group	Small/Whole Group
9:30-10:10	Specials	Small/Whole Group	HRE	Small/Whole Group	Small/Whole Group	Small/Whole Group
10:10-10:50	Small/Whole Group	Specials	Small/Whole Group	HRE	Library/PE/Read Aloud	Small/Whole Group
10:50-11:30	Small/Whole Group	Library/PE/Read Aloud	Small/Whole Group		HRE	Specials
11:30-12:30	L/R	L/R	L/R	L/R	L/R	L/R
12:30-1:10	Small/Whole Group	HRE	Small/Whole Group	Small/Whole Group	Specials	Health/PE Read Aloud
1:10-1:50	Small/Whole Group					
1:50-2:30	HRE	Small/Whole Group	Library/PE/Read Aloud	Specials	Small/Whole Group	Small/Whole Group
2:30-3:10				Library/PE/Read Aloud		HRE

*The time during instructional blocks should be configured to best meet the needs of the students. For example, a 40 minute block can be split into two 20-minute sessions.

*Library and an additional PE class will be scheduled outside of the specials band.

BMPRSS Expectations

Student Expectations

- Students will attend all regularly scheduled classes per the letter day schedule.
- Students should log on to Zoom/Google Meet five (5) minutes prior to the start time of the live lesson to ensure they are logged in and ready when class begins.
- Students are expected to log on using their first and last name and appear on camera as directed by the teacher.
- Students will be appropriately dressed (no pajamas) and in a setting that is conducive to learning.
- Students will utilize Google Meet and Zoom per teachers' directions and become familiar with breakout room features for one-to-one instruction and small group discussion/interaction.
- Students will learn to utilize such features that assist in classroom management including the "mute" and "raise your hand" functions.
- Students are prohibited from recording the live sessions in any media application.
- Students will comply with teacher requests to attend extra help sessions or individual teacher-student conferences.
- Students will work with guidance counselors and/or support staff when requested.

Teacher Expectations

- Teachers will design lessons of whole-class instruction or discussion (via Zoom/Google Meet), independent or small group work, and some form of formative assessment.
- Teachers will post the link for the Zoom/Google Meet on their Google Classroom pages.
- Teachers will post assignments and deadlines on Google Classroom. To maintain consistency, this will be done at the time each class is scheduled to meet.
- Teachers will be on camera.
- Teachers will take attendance and note absences as required by State law in our student management system.
- Teachers will notify parents as soon as possible should there be a pattern of inattendance, lack of work completion, or other concerns.
- Teachers will maintain open communication with students, parents, guidance counselors, mental health staff, and grade level team members to monitor student progress.

Parent Expectations

- Parents will notify the school of any restrictions that students may experience with regard to access to technology, Internet connectivity, and appropriate learning environments.

- Parents will ensure that students adhere to the daily schedule and attend all live lessons as indicated. It is recommended that students log on five minutes prior to the start time of each class.
- Parents will notify school if students are unable to attend school due to illness or other excusable absences by emailing the teacher and our school nurse.
- If there are any technological issues the parent will email the teacher for guidance.
- Parents will arrange for the pick-up of school-issued materials when such days are scheduled.
- Parents will utilize school-issued resources (ie - tutorials, workshops, etc.) in order to become familiar with how to monitor student progress and work completion, utilize video communication platforms (Zoom and Google Meet), and provide general assistance to students.
- Parents will notify teachers with any questions or concerns that may arise.
- Parents will honor classroom confidentiality and counseling session norms and privacy laws by not participating in the classroom learning.
- Parents are prohibited from recording the live sessions in any media application.

Blind Brook Middle School

Core Program

- Monday-Friday (A-H Days)
- Follows current 8 day drop 2 schedule
- Each 50 minute class meeting will consist of:
 - direct instruction or class discussion (minimum of 15 minutes)
 - independent or small group work
- On “drop” days, students will have no newly assigned work for the dropped class.

Academic Support

- Tier 1 support will be provided by the classroom teacher either during scheduled class time (via Breakout rooms) or during scheduled extra help sessions.
- Tier 2 support (AIS) will be provided live via scheduled weekly sessions.
- AIS teachers will monitor students’ progress on a consistent basis as if they were in school.

Special Education Teachers, ENL Teachers, Special Education Support Staff (OT, Speech, Psychologists, etc.), and Guidance Counselors

- All mandated service providers and teachers will provide services for their students as per their assigned student’s IEP, 504 Accommodation Plan, or identified ENL needs.
- These services shall be provided remotely using remote video conferencing technology to the extent possible .

Schedule

Requirements:

- A schedule which fosters daily live interaction between teachers and students and provides opportunities for both large-group, small-group, and individual instruction
- A strong focus on social emotional learning via connections between and amongst students and faculty
- Increased focus on delivering essential skills through the lens of content
- Teachers will encourage, plan, and schedule collaboration and discussion between students
- Grade level team-based interdisciplinary planning
- Maintain additional time for ELA & Science Labs
- Ensure adequate time for counseling, related services, academic assistance, etc.
- A combination of live (synchronous) instructional sessions and asynchronous instruction to balance screen time and hands-on learning
- Timely feedback on assignments and assessments
- Google Classroom will be utilized across all disciplines
- Use of Zoom breakout sessions for differentiation, assessment and feedback

- Consistent communication with parents via multiple modalities (i.e.: email, phone, conference, etc.)

Example of BBMS Remote Learning Schedule - A-H Day

	A	B	C	D	E	F	G	H
8:00 - 8:50	1	3	5	7	3	1	7	5
9:00 - 9:50	2	4	6	8	4	2	8	6
10:00 - 10:50	3	5	7	1	5	3	1	7
11:00 - 11:50	4	6	8	2	6	4	2	8
12:00 - 12:50	LUNCH / BREAK							
1:00 - 1:50	5	7	1	3	7	5	3	1
2:00 - 2:50	6	8	2	4	8	6	4	2

Expectations

Student Expectations

- Students will attend all regularly scheduled classes per the letter day schedule.
- Students should log on to Zoom/Google Meet 5 minutes prior to the start time of class to ensure they are logged in and ready when class begins. Attendance rules will apply, therefore students who enter late will be marked as tardy.
- Students are expected to log on using their first and last name and appear on camera as directed by the teacher.
- Students will be appropriately dressed (no pajamas) and in a setting that is conducive to learning.
- Students will utilize Google Meet and Zoom per teachers' directions and become familiar with breakout room features for one-to-one instruction and small group discussion/interaction.
- Students will learn to utilize features that assist in classroom management including the "mute" and "raise your hand" functions.
- Students are prohibited from recording the live sessions in any media application.
- Students will comply with teacher requests to attend extra help sessions or individual teacher-student conferences.
- Students will work with guidance counselors and/or support staff when requested.

Teacher Expectations

- Teachers will design lessons structured to provide a minimum of 15 minutes of whole-class instruction or discussion (via Zoom/Google Meet), independent or small group work, and some form of formative assessment.
- Teachers will post the link for the Zoom/Google Meet on their Google Classroom pages.
- Teachers will post assignments and deadlines on Google Classroom. To maintain consistency, this will be done at the time each class is scheduled to meet.
- Teachers will be on camera.
- Teachers will take attendance and note absences as required by State law in our student management system.
- Teachers will notify parents as soon as possible should there be a pattern of inattendance, lack of work completion, or other concerns.
- Teachers will maintain open communication with students, parents, guidance counselors, mental health staff, and grade level team members to monitor student progress.

Parent Expectations

- Parents will notify the school of any restrictions that students may experience with regard to access to technology, Internet connectivity, and appropriate learning environments.
- Parents will ensure that students adhere to the daily schedule and attend all classes as indicated. It is recommended that students log on five minutes prior to the start time of each class.
- Parents will notify school if students are unable to attend school due to illness, technological issues, or other excusable absences by emailing msattendance@blindbrook.org
- Parents will arrange for the pick-up of school-issued materials when such days are scheduled.
- Parents will utilize school-issued resources (ie - tutorials, workshops, etc.) in order to become familiar with how to monitor student progress and work completion, utilize video communication platforms (Zoom and Google Meet), and provide general assistance to students.
- Parents will notify teachers with any questions or concerns that may arise.
- Parents will honor classroom confidentiality and counseling session norms and privacy laws by not participating in the classroom learning.

Blind Brook High School

Core Program

- Monday-Friday (A-H Days)
- Follows current 8 day drop 2 schedule
- Each child will join a Google Classroom with the ability to communicate with his/her teacher and peers.
- Teachers will be available for “Student Engagement hours” at the assigned class meeting times, this live “Student Engagement” time with the teacher will be for students to receive feedback and support.
- On “drop” days, students will have no newly assigned work for the dropped class.

Highlights:

- Students will be engaged in all courses including elective areas.
- Each student will join a Google Classroom with the ability to communicate with his/her teacher and peers.
- Students will have the opportunity to engage with the teachers in live, online sessions on a regular basis.
- Students will be provided with articulated due dates and expectations for assignments that will be collected and used for grading purposes.

Special Education Teachers, ENL Teachers, Special Education Support Staff (OT, Speech, Psychologists, etc.), and Guidance Counselors

- All mandated service providers and teachers will provide services for their students as per their assigned student’s IEP, 504 Accommodation Plan, or identified ENL needs.
- These services shall be provided remotely using video conferencing technology to the extent possible .

Sample Remote Lesson structure for students

Part I: Pre-recorded or live Mini Lesson (10-15 minutes)

Student independent /collaborative work (10-15 minutes)

Part II: Live small group “Student Engagement” time with teacher - feedback and support (10-15 minutes) during scheduled meeting times.

Schedule

Requirements:

- A schedule which fosters daily live interaction between teachers and students and provides opportunities for both large-group, small-group, and individual instruction.
- A strong focus on social emotional learning via connections between and amongst students and faculty.
- Increased focus on delivering essential skills through the lens of content
- Teachers will encourage collaboration and discussion between students.

- Timely feedback on assignments and assessments.
- A balance between “screen time” and hands-on learning.
- Live instructional sessions lasting between 15 and 40 minutes, depending upon the purpose of the lesson and needs of the students.
- Consistent communication with parents via multiple modalities (i.e.: email, phone, conference, etc.)

Example of BBHS Remote Learning Schedule - A-H Day

	A	B	C	D	E	F	G	H
8:00 - 8:50	1	3	5	7	3	1	7	5
9:00 - 9:50	2	4	6	8	4	2	8	6
10:00 - 10:50	3	5	7	1	5	3	1	7
11:00 - 11:50	LUNCH / BREAK							
12:00 - 12:50	4	6	8	2	6	4	2	8
1:00 - 1:50	5	7	1	3	7	5	3	1
2:00 - 2:50	6	8	2	4	8	6	4	2

Expectations

Student Expectations

- Students will attend all regularly scheduled classes per the letter day schedule.
- Students should log on to Zoom/Google Meet 5 minutes prior to the start time of class to ensure they are logged in and ready when class begins. Attendance rules will apply, therefore students who enter late will be marked as tardy.
- Students are expected to log on using their first and last name and appear on camera as directed by the teacher.
- Students will be appropriately dressed (no pajamas) and in a setting that is conducive to learning.
- Students will utilize Google Meet and Zoom per teachers’ directions and become familiar with breakout room features for one-to- one instruction and small group discussion/interaction.
- Students will learn to utilize features that assist in classroom management including the “mute” and “raise your hand” functions.
- Students are prohibited from recording and sharing access to the live sessions in any media application.

- Students will comply with teacher requests to attend extra help sessions or individual teacher-student conferences.
- Students will work with guidance counselors and/or support staff when requested.

Teacher Expectations

- Teachers will design lessons structured to provide a minimum of 15 minutes of whole-class instruction or discussion (via Zoom/Google Meet), independent or small group work, and some form of formative assessment.
- Teachers will post the link for the Zoom/Google Meet on their Google Classroom pages
- Teachers will post assignments and deadlines on Google Classroom. To maintain consistency, this will be done at the time each class is scheduled to meet.
- Teachers will be on camera.
- Teachers will take attendance and note absences as required by State law in our student management system.
- Teachers will notify parents as soon as possible should there be a pattern of inattendance, lack of work completion, or other concerns.
- Teachers will maintain open communication with students, parents, guidance counselors, mental health staff, and grade level team members to monitor student progress.

Parent Expectations

- Parents will notify the school of any restrictions that students may experience with regard to access to technology, Internet connectivity, and appropriate learning environments.
- Parents will ensure that students adhere to the daily schedule and attend all classes as indicated. It is recommended that students log on five minutes prior to the start time of each class.
- Parents will notify school if students are unable to attend school due to illness, technological issues, or other excusable absences by emailing hsattendance@blindbrook.org
- Parents will arrange for the pick-up of school-issued materials when such days are scheduled.
- Parents will utilize school-issued resources (ie - tutorials, workshops, etc.) in order to become familiar with how to monitor student progress and work completion, utilize video communication platforms (Zoom and Google Meet), and provide general assistance to students.
- Parents will notify teachers with any questions or concerns that may arise.
- Parents will honor classroom confidentiality and counseling session norms and privacy laws by not participating or sharing access with others in the classroom learning.

Hybrid Learning

Bruno M. Ponterio Ridge Street School

Core Principles of Hybrid Learning

- Structure that ensures the safety and well-being of students and staff.
- Structure that provides academic, social, and emotional support for students.
- Structure that allows students and teachers to build relationships with one another.
- Structure that takes into consideration space and staffing limitations at Bmprss.
- Structure that provides consistency and stability for students, teachers, and families.
- Structure that provides all students with ***in-school*** learning each week.
- Structure that provides the flexibility to transition between remote and hybrid models while maintaining consistent quality instruction for all K-5 students.
- Structure based on creating consistent cohorts.

Hybrid Learning Model

All students attend school for two and a half hours each day; students will attend either a morning session or an afternoon session with the classroom teacher.

Instructional Day Grades K-4				
<ul style="list-style-type: none"> • ELA (this incorporates, but is not limited to, such instruction as reading, writing, word study, K-2 Foundations, etc.) and math will be taught in school each day. • Social Studies or Science will be taught within their units throughout the week. • Handwriting will be taught in-person for specific grades. • Homework will be provided each day. • Assessments will be administered to students while in school. • Teachers must maintain a Google Classroom. • Students will attend Specials classes remotely from home. Students and teachers will follow a 6 day (A-F) schedule. 				
Instructional Day Grade 5				
<ul style="list-style-type: none"> • Students will attend a shortened day consisting of the core subjects – ELA (this incorporates, but is not limited to, such instruction as reading, writing, word study, etc.), math, social studies, and science. • Homework will be provided each day. • Assessments will be administered to students while in school. • Teachers must maintain a Google Classroom. • Students will attend Specials classes remotely from home. Students and teachers will follow a 6 day (A-F) schedule. 				
Monday	Tuesday	Wednesday	Thursday	Friday
<i>8:30 am -11:00 am</i>	<i>8:30 am -11:00 am</i>	<i>8:30 am -11:00 am</i>	<i>8:30 am -11:00 am</i>	<i>8:30 am -11:00 am</i>
<i>Cohort 1 in school Cohort 2 at home</i>	<i>Cohort 1 in school Cohort 2 at home</i>	<i>Cohort 1 in school Cohort 2 at home</i>	<i>Cohort 1 in school Cohort 2 at home</i>	<i>Cohort 1 in school Cohort 2 at home</i>
<p><i>11:00 am – 12:45 pm</i></p> <ul style="list-style-type: none"> • <i>Cleaning before Cohort 2 comes to school.</i> • <i>All students have lunch at home.</i> 				
<i>12:45 pm -3:15 pm</i>	<i>12:45 pm -3:15 pm</i>	<i>12:45 pm -3:15 pm</i>	<i>12:45 pm -3:15 pm</i>	<i>12:45 pm - 3:15 pm</i>
<i>Cohort 2 in school Cohort 1 at home</i>	<i>Cohort 2 in school Cohort 1 at home</i>	<i>Cohort 2 in school Cohort 1 at home</i>	<i>Cohort 2 in school Cohort 1 at home</i>	<i>Cohort 2 in school Cohort 1 at home</i>

- Students from each class divided into two cohorts:
 - Cohort 1 will attend school from 8:30 am - 11:00 am
 - Cohort 2 will attend school from 12:45 pm - 3:15 pm
- Grade level teams plan for consistent instruction among cohorts.
- Specials (Art, music, physical education, Grade 5 Health, instrumental band, STEAM, technology, mindfulness, “Magic Circle” Guidance Program) will be provided remotely.
- Special education and support services (including, but not limited to speech, OT, counseling, AIS, ENL, Enrichment, etc.) will be provided both in-person and remotely.
- Cleaning will be conducted between the morning and afternoon sessions.
- Students will eat lunch at home.

K-5 Expectations

- Consistent communication with parents via multiple modalities (i.e.: email, phone, newsletter, conference, etc.)
 - Teachers will be emailing and calling parents as issues arise.
 - Teachers will respond to parents within a 24-hour period (District policy.) Teachers will call or email.
 - A Weekly Newsletter or Weekly Recap will be sent to all families
 - If a teacher has not heard or seen a student during a live lesson, the teacher will reach out to the family on that day (via email or phone) to check-in. If the teacher has not heard back from the parents via email, the teacher will call the family.
- Maintain Google Classroom as a common K-5 learning platform.
- Use of various technology programs, applications, and devices to support and enhance learning
- Teachers will take attendance whether remotely or in person.
- Due dates will be provided for all assignments. Students will be held accountable to complete work by the due date. Clear expectations of what assignments will be assessed/graded will be communicated to students and families. Clear expectations of how much assistance an adult can provide to the child will be communicated by the teacher to students and families.

Specials Classes (Art, Music, Physical Education, STEAM, Technology, K-4 Library, Grade 5 Health), K-4 Mindfulness, Grades 4-5 Instrumental Band, Magic Circle

- The students will attend their assigned Specials class(es) each day remotely from home. The Specials teacher must provide live instruction for each child.
- Students’ work/activities will be assessed on a regular basis each week. Due dates must be provided for all assignments. Students will be held accountable to complete work by the due date.
- Specials teachers must maintain a Google Classroom. Students will be a part of each Specials’ Google Classroom or Google Site.
- Mindfulness will be scheduled one time in the week remotely from home.
- Instrumental Band lessons in Grade 4 and 5 will be provided live - remote from home.
- Magic Circle will be scheduled one time in the week remotely from home.

AIS Classes and Enrichment Classes

- AIS and Enrichment teachers will meet with students remotely from home.
- AIS and Enrichment teachers will provide live instructional lessons based on instructional purpose and students' needs. These lessons are to be scheduled as to ensure that each student has a minimum of one live session each week.
- AIS and Enrichment teachers will monitor students' progress on a consistent basis as if they were in school.
- Due dates must be provided for all assignments. Students will be held accountable to complete work by the due date.
- Students in the AIS or Enrichment Pull-Out Program will be part of either an AIS or Enrichment Google Classroom or Google Site where they will be able to access materials, activities, communicate with their teachers, and collaborate with their peers.

Special Education Teachers, ENL Teachers, Special Education Support Staff (OT, Speech, Psychologists, etc.), and Guidance Counselors

- All mandated service providers and teachers will provide services for their students as per their assigned student's IEP, 504 Accommodation Plan, or identified ENL needs.
- These services shall be provided in person or remotely using remote video conferencing technology to the extent possible.

Blind Brook Middle School

Hybrid Learning Model

- Follows current 8 day drop 2 schedule
- Each grade level is broken into two groups by neighborhood.
- Each group will be learning in school 2 consecutive days per week (Monday/Tuesday or Thursday/Friday) and asynchronously at home 2 consecutive days a week (Monday/Tuesday or Thursday/Friday). On Wednesdays, all students will engage in synchronous whole-class remote learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
In School	Group 1	Group 1	All students attend live whole-class remote learning	Group 2	Group 2
At Home	Group 2	Group 2		Group 1	Group 1

- On “**learning in school**” days, students will follow their regular schedule and attend six classes per day. Rather than focusing on content, these days will be devoted to skill development, hands-on learning (ie- science labs, projects, etc.) and individual support such as conferring or receiving direct feedback. The regular school schedule will be utilized on these days:

	A	B	C	D	E	F	G	H
7:50 -8:43	1	3	5	7	3	1	7	5
8:46-9:39	2	4	6	8	4	2	8	6
9:42-10:35	3	5	7	1	5	3	1	7
10:38-11:31	4	6	8	2	6	4	2	8
11:34-12:27	LUNCH / BREAK							
12:30-1:23	5	7	1	3	7	5	3	1
1:26-2:19	6	8	2	4	8	6	4	2
2:22-2:40	ACTIVITY PERIOD							

- On **Wednesdays**, students will follow their regular schedule and engage in synchronous, remote whole-class instruction which will include:
 - Direct instruction or class discussion (minimum of 15 minutes)
 - Small group work via Zoom breakout rooms
 - Formative assessment

The remote learning schedule will be utilized on these days:

	A	B	C	D	E	F	G	H
8:00 - 8:50	1	3	5	7	3	1	7	5
9:00 - 9:50	2	4	6	8	4	2	8	6
10:00- 10:50	3	5	7	1	5	3	1	7
11:00- 11:50	4	6	8	2	6	4	2	8
12:00- 12:50	LUNCH / BREAK							
1:00 - 1:50	5	7	1	3	7	5	3	1
2:00 - 2:50	6	8	2	4	8	6	4	2

- On “**learning at home**” days, students will engage in the learning of content and skills via: pre-recorded videos, engaging in independent/partner work, working on projects and assignments, etc. Learning tasks, assignments and deadlines for these days will be posted on Google Classroom by 8:00 AM. While students are encouraged to follow their schedule on these days, the learning will be asynchronous and can take place at any time so that students can further develop time management skills, increased autonomy and self-advocacy. Should questions arise, students should email their teacher but understand that there may be a delayed response as teachers will be working with students who are in the building that day.

Health and Safety Considerations

- Each 6th grade group will be broken into four cohorts. The size of each cohort will be based on the number of students who can be in each classroom while maintaining 6 feet social distancing. Cohorts will remain static with students staying together throughout the school day.
- Each 7th and 8th grade group will be broken into four cohorts. Cohorts will remain as static as possible, but given the variation in courses taken (ie - Math 7/7A, Science 8/Earth Science, Spanish/Italian), some mixing will occur.

Blind Brook High School

Hybrid Learning Model

- Follows current 8 day drop 2 schedule
- Each grade level is broken into two groups by neighborhood.
- Students attend six 50-minute sessions per day when in the building.
- Each group will be learning:
 - At home 3 consecutive days a week
 - At school 2 consecutive days a week.
- On “**learning at home**” days, students are learning using a flipped classroom model.

Example:

Group 1: In school on AB and FG days during 1st Rotation, DE days in 2nd Rotation

Group 2: In school on DE days during 1st Rotation, AB and FG days during 2nd Rotation.

In all rotations, for all students, Wednesdays are full distance learning.

Example: Week 1

Monday (A)	Tuesday (B)	Wednesday (C) School Building closed for cleaning.	Thursday (D)	Friday (E)
Group 1 in school	Group 1 in school	Live whole-class remote Learning	Group 2 in school	Group 2 in school
Group 2 at home	Group 2 at home		Group 1 at home	Group 1 at home

Example: Week 2

Monday (F)	Tuesday (G)	Wednesday (H) School Building closed for cleaning.	Thursday (A)	Friday (B)
Group 1 in school	Group 1 in school	Live whole-class remote Learning	Group 2 in school	Group 2 in school
Group 2 at home	Group 2 at home		Group 1 at home	Group 1 at home

- During “**learning in school**” days, students will be meeting with teachers for *Student Engagement time*, receiving individual support, such as conferring or seeking direct feedback. Rather than focusing on content, these days will be devoted to skill development, hands-on learning.

- Long-form Summative Assessments will not be given on “Learning in school” days.

	A	B	C	D	E	F	G	H
7:50 -8:43	1	3	5	7	3	1	7	5
8:46-9:39	2	4	6	8	4	2	8	6
9:42-10:35	3	5	7	1	5	3	1	7
10:38-11:31	LUNCH / BREAK							
11:34-12:27	4	6	8	2	6	4	2	8
12:30-1:23	5	7	1	3	7	5	3	1
1:26-2:19	6	8	2	4	8	6	4	2
2:22-2:40	ACTIVITY PERIOD							

- On Wednesdays, students will follow their regular schedule and engage in synchronous, remote whole-class instruction which will include:
 - Direct instruction or class discussion (minimum of 15 minutes)
 - Small group work via Zoom breakout rooms
 - Formative assessment

	A	B	C	D	E	F	G	H
8:00 - 8:50	1	3	5	7	3	1	7	5
9:00 - 9:50	2	4	6	8	4	2	8	6
10:00 - 10:50	3	5	7	1	5	3	1	7
11:00 - 11:50	LUNCH / BREAK							
12:00 - 12:50	4	6	8	2	6	4	2	8
1:00 - 1:50	5	7	1	3	7	5	3	1
2:00 - 2:50	6	8	2	4	8	6	4	2

In-Person Learning

The District recognizes the requirement for all school districts to create a plan to have all students return to school buildings for instruction. Any plan that the District develops would comply with all components listed throughout this document. With a key aspect of this type of planning being the ability to effectively maintain appropriate distancing between students, we are attempting to identify a way in which we could establish classroom spaces for all of our students simultaneously. We will continue to update this plan as information becomes available.

APPENDIX I - REFERENCES

Remote Instruction

Edutopia: [Distance Learning FAQ: Solving Teachers' and Students' Common Problems](#)
ASCD: [Boosting Student Interaction & Collaboration When Teaching Remotely](#)
Brookings: [5 traps that will kill distance learning \(and strategies to avoid them\)](#)
Edutopia: [Fostering a Strong Community in a Virtual K-12 Classroom](#)
Edutopia: [4 Tips for Teachers Shifting to Teaching Online](#)
Forbes: [7 Tips to Help Make Remote Learning More Effective](#)
Educational Leadership: [Successfully Taking Offline Classes Online](#)
Edsurge: [How Brain Research Helped Retool our School Schedule for Remote Learning](#)
IDRA: [Best Practices for Online Instruction in the Wake of COVID-19](#)
Purdue University: [Community of Inquiry Framework](#)

Hybrid Learning

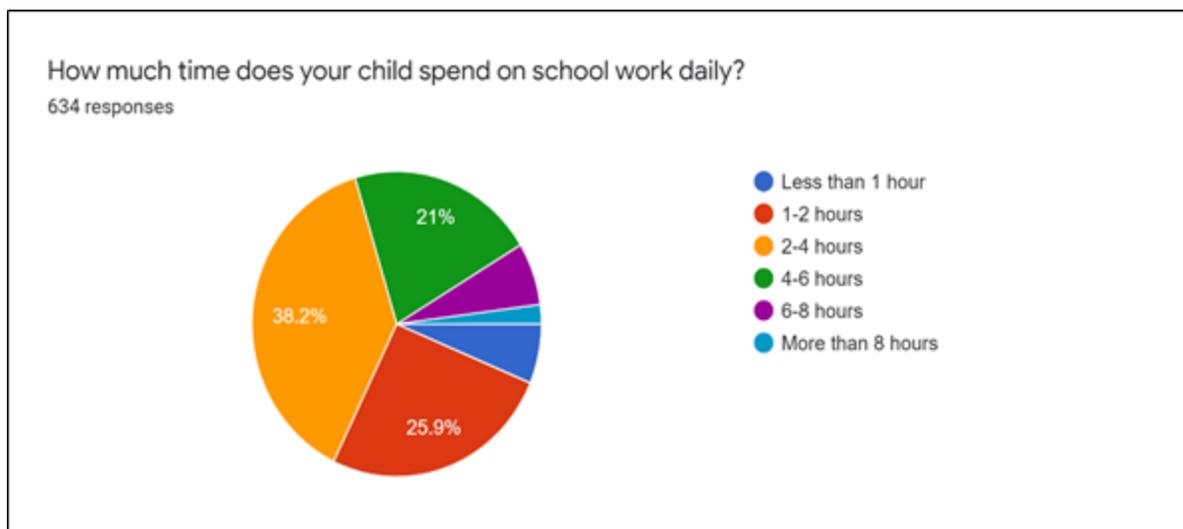
The River Newsroom - [Remote Learning Doesn't Support Special Education Students](#)
NY Times - [Teachers of Special Needs Students Feeling Helpless](#)
Education Week - [6 Ways to Bring Students and Staff Back into School](#)
NY Times - [How to Reopen Schools - What Science and Other Countries Teach Us](#)
Palo Alto - [In-person Class Twice a Week?](#)

APPENDIX II - PARENT REMOTE INSTRUCTION SURVEY RESULTS

Below is a summary of the results of the parent survey on remote instruction that was sent in June 2020. This data was used in the creation of the reopening plan for the 2020-2021 school year.

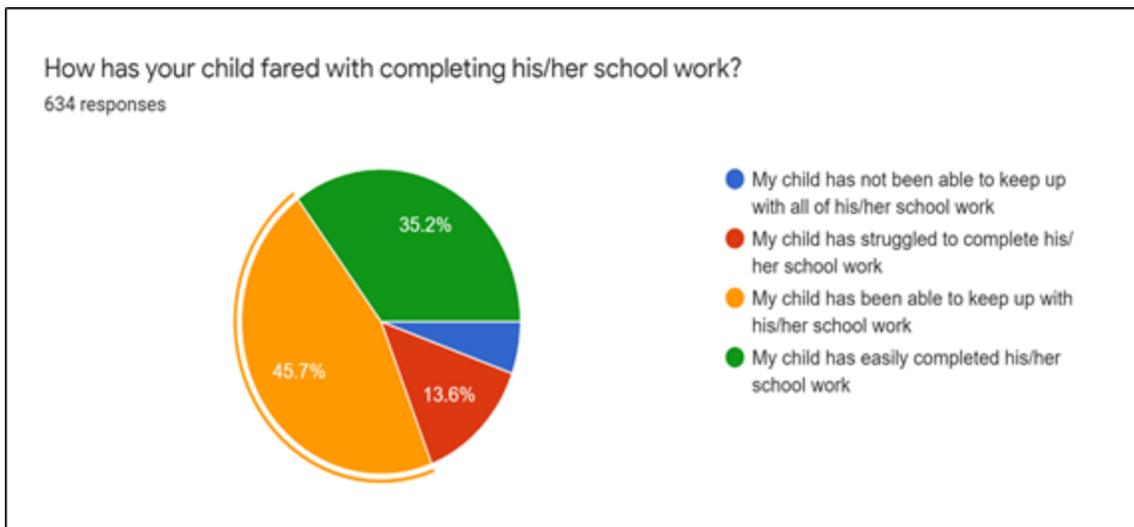
634 people responded.

Almost half of the respondents (49.5%) were from Ridge Street School. The remainder were fairly evenly split between the Middle School (23%) and the High School (27.5%). Percentages of individual grades were evenly split.



Q.

This chart represents the overall district data. The grade level data matches this fairly well. The exceptions are a higher level of 1-2 hours in grades K, 4 & 5. For grades 7 through 12, 2-4 hours was the highest percentage but 4-6 hours was a close second.



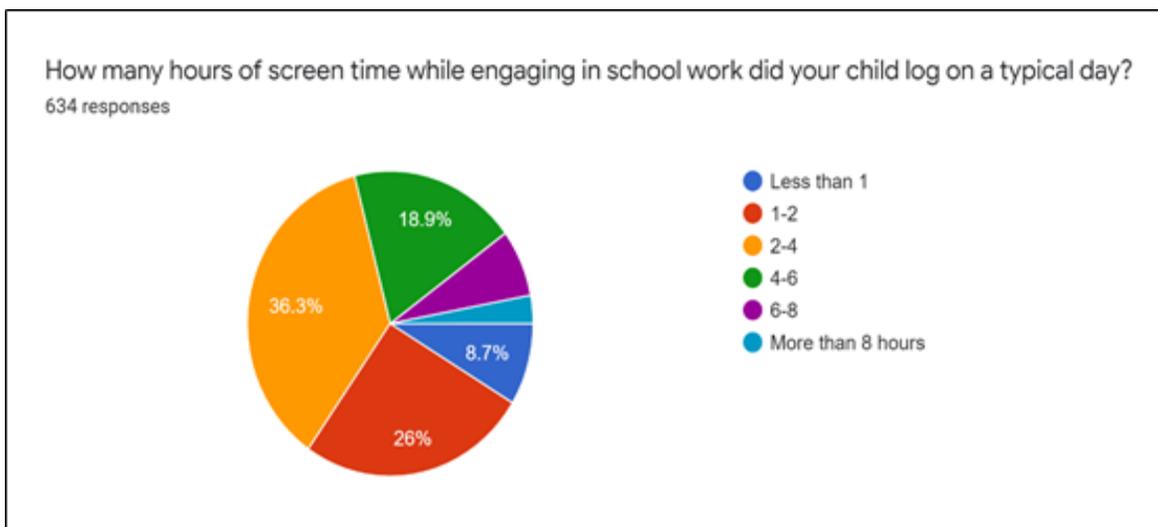
Q.

The chart represents the overall district data. These numbers are reflected at each grade level. There was a slight increase in the “My child has struggled to complete his/her work” in grades 2 and 3.

Q. Is there any situation specific to your family that has led to your child having difficulty with completing his/her work? If so, please explain.

There were approximately 101 responses to this question. Most of the respondents were those with younger children. The most common response was that all parents in the household were working (over 50% of those who answered). Those who gave this response were mostly parents/guardians of students at Ridge Street School. The second most common theme was that the students needed to interact with their teachers more often (about 30%). These were scattered throughout the grades. Third most common was that a child had a learning disability or needed academic support (about 21%). These were also spread throughout the grades. Other themes that arose were:

- Preschool age children in the house to care for
- Children easily distracted/not motivated
- Family member sick/hospitalized/death
- Technology issues (internet issues/lack of devices/printing issues)
- Social/mental issues (child experiencing mental issues/lack of peer learning/lack of socialization)
- Lack of training (children could not use technology/parents did not understand technology or content)
- Lack of organization (last minute class changes/site difficult to navigate)
- Family moved/construction at house
- Non-native speakers at home.



Q.

This chart represents the overall district data. Individual grade data mostly aligns with these percentages. The 2-4 hour category was almost unanimously the biggest percentage in every grade level. Grades K through 5 had the 1-2 hour category as the next biggest percentage, grades 9-12 had the 4-6 hour category as second and grades 6-8 had both 1-2 and 4-6 hours tied for second.

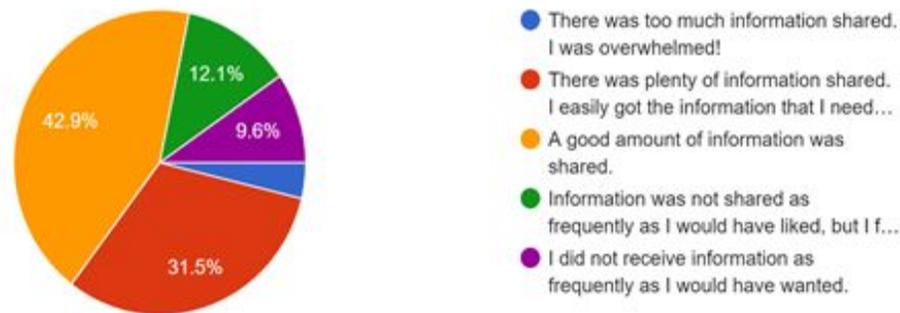
Q. Did you face any technological challenges? If so, please explain.

There were a total of 191 responses to this question. The most common theme was internet/wifi issues with 24% of the total responses. Next was device specific issues (needing additional devices, having older devices, devices not functional) which was 17% of total responses. Other themes that emerged were:

- Lack of training for parents or students
- Trouble uploading or downloading work
- Printer issues
- Software not working properly (trouble logging in, sites and links not working properly, sites crashing, poor video or audio)
- Organizational problems (having to log into multiple different sites, notifications not sent or sent late, Classroom site unorganized)
- Increase in student screen time

How effective was communications from the District during remote learning?

634 responses



Q.

The chart represents the overall district data. The vast majority of grade levels were in the same proportions as this data with “A good amount of information...” and “There was plenty of information...” being the top two responses. In 8th and 11th grade “plenty” ranked higher than “good” and in 10th grade “good” was the top percentage followed by “Information was not shared as frequently...”

Q. Do you have any suggestions for improving communications?

There were a total of 239 responses to this question. The most common theme (33% of total responses) was the need for teachers to provide direct instruction for students (i.e. have Zoom/Google Meet sessions). All other themes were not as significant a percentage. Other themes that emerged are:

- Better communications from teachers (providing weekly/daily schedules, including parents on emails to students, providing more clear instructions, providing timely notice of the scheduling or change in scheduling for class events, more direct parent contact). On a related note several responses from MS/HS asked for communications to go to students and not parents.
- Provide more focused communications (fewer district and more building or grade level emails, have one email rather than emails from different sources, send weekly emails instead of randomly sent emails, streamline absence reporting process and attendance taking process, RSS teachers share principal’s message through Classroom)
- More standardization (communicate standard expectations of remote learning, set up website with messages/resources, videos to explain how to access and use digital resources)

Twenty one people said that the communication was good.

Q. What are some of the aspects of remote learning that worked well?

There were almost 500 responses to this question. The vast majority of responses were Zoom/Google Meet sessions (26%) and Google Classroom (13%). Other themes were:

- Teacher videos/read alouds
- Flexible scheduling/self-paced learning
- Scheduling and structure of class assignments
- Fast responses from teachers
- Teacher communication (mostly HS)
- Following class schedules (MS & HS)
- Weekly check-ins from teachers (mostly RSS)
- Increase in student technology skills (RSS)
- Teacher engagement/flexibility/understanding/support
- Teacher communications/accessibility (mostly HS)
- Less distractions
- RSS morning announcements

The additional comments all centered around themes that had been brought up in previous questions, although many people thanked the District and teachers for the work that they did during this time.

Takeaways

- Require some type of live instruction on a more regular basis
- Have set schedules for students at every grade level. High School did well with keeping with their regular schedule
- Have teachers provide work schedules in advance. Make sure any changes to schedules are sent in a timely manner
- Include parents in communications with students, especially at the lower grades
- Provide training for parents and students on digital tools
- Student progress updates should be sent regularly
- Continue to make sure that students with learning plans (IEPs, 504s) have their needs met in the best possible way
- Make sure that families have a sufficient number of devices